

Closing the Gap Resources



New! Systemic Approach to Closing the Gap

In this 3-hour session participants will interact with the contents of KASC's new *Gap Closure Toolkit: Strategic Approaches to Success* and learn to use each piece effectively.

Targeting the Disability Achievement Gap

In this 3-hour session, participants will:

- Explore common factors that have created opportunity gaps in schools
- Gain an understanding of how to address opportunity gaps
- Learn instructional strategies that have proven effective for students with disabilities



New! Gap Closure Toolkit: Strategic Approaches for Success

KASC's newest toolkit is a multi-part attack on the achievement gap. The research-based, strategic approaches included in the kit will:

- Build the case for the belief that “all brains can learn”
- Demystify what actually happens during learning
- Attack misinformation about “What is *smart*?” with facts and relatable learning experiences
- Give students tools to be stronger learners
- Change beliefs and actions without extensive training by focusing on student motivation and existing strengths
- Increase INTENT for every action

Closing the Gap Fall Academies

November 14

New! Systemic Approach to Closing the Gap
New! Digging Deeper into Gap Closure Toolkit

December 5

Proven Ways to Increase Achievement
New! Higher-Level Questioning with Quality Feedback

GAP CLOSURE TOOLKIT

Strategic Approaches for Success

Non-Negotiable Actions for Schools to Close the Gap

see
the good

challenge
your
thinking

collaborate
with
students

be
intentional

Sections to help staff, students, and parents:

- Redefine Intelligence
- Understand the Brain During Learning
- Implement Brain-Based Learning
- Understand Bias and Motivation

MOTIVATION PRINCIPLES SUMMARY #1

Source: Drive: The Surprising Truth About What Motivates Us by Dr. Daniel Pink

- 1.1 **Sense of purpose** — Work has meaning: It provides a social good or a valuable purpose.
- 1.2 **Mastery** — Students and adults want to be really good at our jobs; will work hard to achieve mastery if there's a compelling purpose and a belief that we can be successful.
- 1.3 **Autonomy** — Students, like adults, prefer to have control over our work and our environment; we may resent interference from others.

MOTIVATION PRINCIPLES SUMMARY #2

Source: Dr. David Dockterman, Harvard (academic mindset) expert, champion of productive struggle

- 2.1 **I can succeed** — Human beings are natural strivers, and we want to make progress. When learners don't have a foundation of success and lack confidence and too many failures can shut that person down.
- 2.2 **I belong in this academic community** — Humans have a strong drive for status and belonging; students need help to "self identify with a positive group."
- 2.3 **My ability and competency grow with e**
- 2.4 **This work has value for me** — It is connected to long-term value for life, college, career, etc.

MOTIVATION PRINCIPLES SUMMARY #3

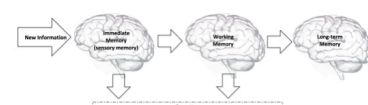
Source: KASC Combined — Motivating Students Who During Standardized Tests by Margie Markarian, Slide from Center for Academic Success: Self-Driven Learners

- 3.1 **Competence** — Student believes he or she is capable of learning.
- 3.2 **Effort** — Student feels in control and sees outcome. He/she believes more effort will lead to success.
- 3.3 **Value** — Student values the work and believes it is important for his or her future, such as approval from people of importance, accomplishment, social stature, etc.

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MEMORY: PART 2 — MAKING MEANING AND CONNECTIONS

Learning is the process by which we acquire knowledge; memory is the process by which we retain it. — David Sousa, How the Brain Learns



Adapted from David Sousa's How the Special Needs Brain Learns

Q. How can learning be stored in LONG-TERM MEMORY?

A. To ensure that learning has the opportunity to be retained in long-term memory, learners need to:

- 1) Give Conscious Attention

INTELLIGENCE REDEFINED

ACTIVITY: INTELLIGENCE REDEFINED?

Before the teacher/facilitator goes over the definition in the box below...

- ☐ Read it with your group and use your previous knowledge and what you've studied about intelligence to make educated guesses for each of the blanks below.
- ☐ Once you finish, the teacher/facilitator will talk through the word that goes in each blank. Make changes to your answers, as needed.

Definition agreed upon by 52 academic researchers

Reported in: Mainstream Science On Intelligence: An Editorial With 52 Signatories

It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather, it reflects a broader and deeper capability for comprehending our surroundings — "catching on," "making sense" of things, or "figuring out" what to do.

"Intelligence is a very general mental capability that, among other things, involves the ability to:

- **r** _____
- **p** _____
- solve **p** _____
- think **a** _____
- comprehend **c** _____ ideas.
- **l** _____ quickly, and
- learn from **e** _____.

Uinda S. Gottfredson, first published in the Wall Street Journal
www.udel.edu/educ/gottfredson/hepinfo/1997/mainstream.pdf

WORKING TOGETHER TO PREVENT ACHIEVEMENT GAPS

The following information identifies topics central to achievement gap strategies. These ideas and resources can be shared with audiences outside schools to build greater awareness and support for improving student readiness.

While these topics may inform in-school discussions, they should also be seen as tools for reaching out into the community. Specifically, schools can build stronger connections with:

- Parent organizations
- Extracurricular sponsors
- Churches
- Groups that serve youth, such as the Salvation Army or mentoring programs
- Court-affiliated family- and child-support groups
- Libraries or community centers
- Recreation departments
- Civic leaders
- Child care and community early childhood providers
- Pediatricians
- School staff

Use these materials for conversations with adults in your community who work with children and youth, and build a wider team focused on achievement issues and student support.

When you have shareholders engaged, let them help shape the message for the groups with which they work.

KASC NOTE: KASC is in the process of working with two schools to let their families and community groups develop simple training materials to use with different community audiences.

Resources to support classroom instruction, professional learning, and communication to all shareholders